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ABSTRACT

GRADES OR AGES: Grades 4-7. SUBJECT MATTER: Social studies; regions. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 13 chapters, most of which are in list form. It is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: No specific activities are mentioned. The guide is intended as an overview of the curriculum in grades 4 to 7 and, as such, contains lists of objectives, topics to be covered, and understandings and skills students should have learned by the end of the sequence. These lists are divided according to grade level. INSTRUCTIONAL MATERIALS: The last two chapters list materials for students, divided according to grade level, and reference materials for teachers. STUDENT ASSESSMENT: No mention. OPTIONS: The guide is prescriptive as to course content and timing. Optional activities are listed in the individual unit guides for each grade level. (RT)

ED048188

PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

4-7
REGIONS

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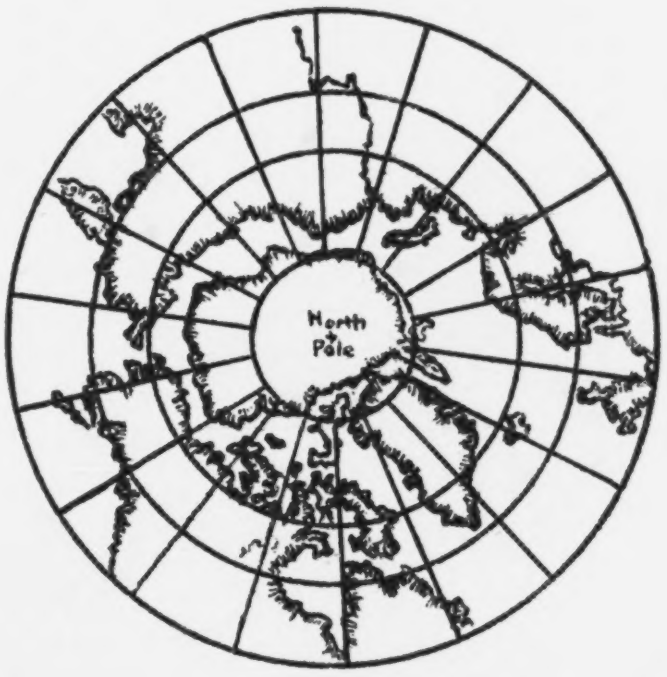
CURRICULUM GUIDE
GRADES 4-7



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007075

A Study of A Geo-Historical Structure

For A Social Studies Curriculum

Cooperative Research Project No. 6-1195

United States Office of Education
Rhode Island College
Providence Public Schools

Project Director
Dr. Ridgway F. Shinn, Jr.

Assistant Project Director
Donald J. Driscoll

Curriculum Development Assistants

Primary	K. Claire King
Intermediate	Marie E. Oatman
Junior High	Patricia Spinella
Senior High	Louis Simonini

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BRIEF EXPLANATION OF THE PROJECT AND STUDY

The Providence Social Studies Curriculum Project is being carried on by Rhode Island College and the Providence Public Schools. This study originated from a request made in 1962 by the Providence Social Studies Curriculum Committee chaired by Mr. Donald Driscoll. A grant from the United States Office of Education provides the necessary financial backing.

The project is an investigation into the theory of social studies curriculum structure. It rests upon these assumptions:

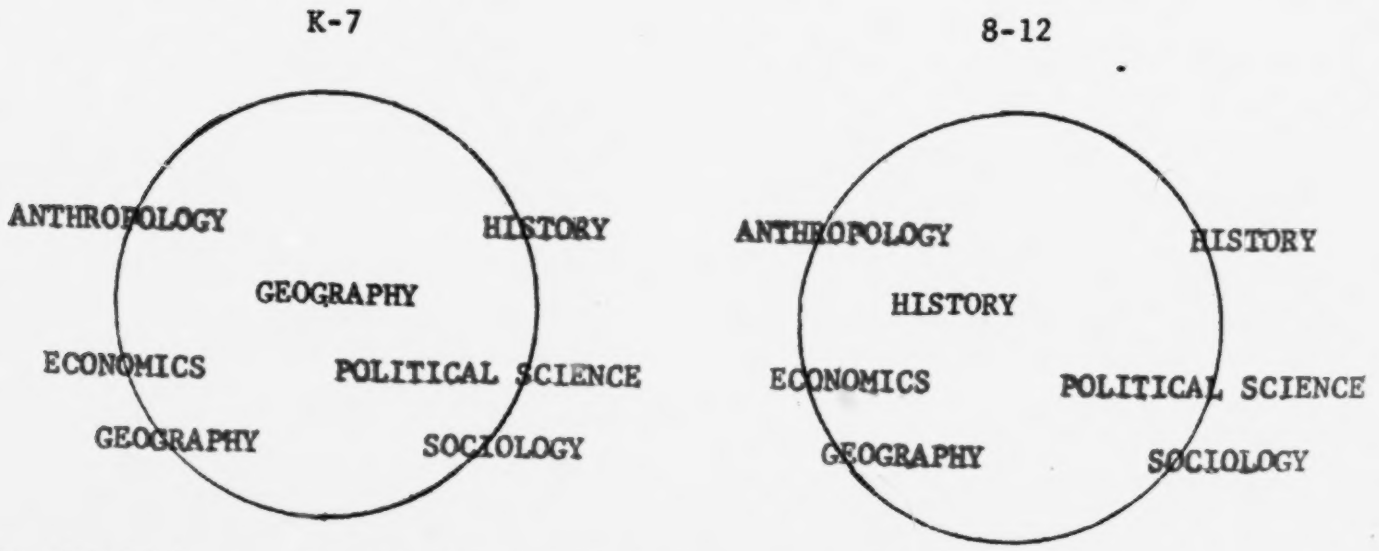
1. That social studies curriculum must have a valid theoretical basis from kindergarten through grade 12;

2. That it must be designed to fulfill aims which are appropriate for the present age and the foreseeable future;

3. That it must provide a mode to accommodate concepts, content, vocabulary, and certain aspects of method out of the six major disciplines of the Social Sciences;

4. That geography in its broadest sense and history in its broadest sense can be used logically and effectively as integrating disciplines.

This sketch is an attempt to interpret the function of geography and history as integrating disciplines:



It should be noted that the phrase "integrating discipline" has a specific meaning for this study. Any studies about man and his activities on land in the dimension of time must draw upon concepts, content, and methods from <u>all</u> of the social sciences. The theory underlying this project is that geography and history may be effectively used as integrating disciplines.

Brief Explanation of the Project and Study (cont'd)

An integrating discipline is one, then, which draws upon concepts, content, method, and vocabulary from other and, usually, closely allied fields. For social studies instruction, geography with its focus upon areal differentiation can serve as an integrating discipline; any understanding of man's activities upon land requires systematic relationship to the other social sciences. In the same manner, history with its focus upon man's activities in the dimension of time requires drawing concepts, content, method, and vocabulary from each of the six social sciences.

This study, then, is an investigation into ways in which this notion of an integrating discipline may be used as a basis for the development of social studies curriculum. There are three important concepts which are used: neighborhood, region, and civilization. These concepts seem to have maximum possibility for effectively integrating materials from the six social science disciplines. Further, this study has an "action" dimension since it is expected that the study will result in a new social studies curriculum in effect in all schools in Providence at all levels by the school year 1969-70.

In order to bring about curricular change, at least five different groups of persons must be actively involved in the process. First, there are the academic specialists in the six social science disciplines who provide specific information about the most recent developments in their given disciplines. Second, there are the specialists in human growth and development and learning theory who are familiar with current theories of learning. Third, there are those persons who are theorists of social studies curriculum who wish to take the best thinking of academic specialists and of learning theorists and make application to curriculum development. Fourth, there are the administrators of public school systems, superintendents, assistant superintendents, principals, supervisors, curriculum coordinators, department heads, and so on, whose task it is to operate the school system and to determine the costs of curriculum change; they have to relate plans for change in social studies curriculum to the total task of curriculum development and improvement. Fifth, there are classroom teachers who are knowledgeable about the particular characteristics of the youngsters with whom they deal. The Providence Social Studies Curriculum Project is designed to relate these five groups of persons who are specialists for the first three groups while the Providence Public Schools provide the personnel for the last two groups.

One important dimension of this study is the high degree of participation desired and expected from classroom teachers. Clearly, the finest curriculum design will result in curriculum change only to the degree to which classroom teachers understand it, accept its validity, and use it in daily teaching. This study is open-ended and the project staff desires maximum "feedback" from classroom teachers. Social studies curriculum must be designed to provide the framework for continuous change as new materials and new insights become available.

Ridgway F. Shinn, Jr.
Project Director

SCOPE AND SEQUENCE

Grade	Subject		
K	The Family - Functions and Patterns	NEIGHBORHOODS	INTEGRATING DISCIPLINE: GEOGRAPHY
1	Man's Basic Needs		
2	Analysis of Neighborhood Patterns		
3	Analysis of Community		
4	A Type Study of Regions: Physical Cultural - Metropolitan Extractive	REGIONS	
5	An Analysis of One Culture Region: Anglo-America		
6	A Comparison of Two Culture Regions: Africa and Latin America		
7	Studies of Three Culture Regions: Southeast Asia, Western Europe and the Soviet		
8	A Study of Contemporary Civilizations East Asian Muslim (Optional Study - Classical Greece - for technique of analysis with a "closed" civilization)	CIVILIZATIONS	INTEGRATING DISCIPLINE: HISTORY
9	A Study of Contemporary Civilizations Indian Western		
10	American Studies - Social		
11	American Studies - Economic and Political		
12	Issues in Contemporary Societies		

DEFINITION OF TERMS USED

SOME TERMS IN PSSCP THEORY STATEMENTS

Social Sciences: Those bodies of knowledge, organized into disciplines with method and vocabulary, taught and studied primarily at the collegiate level; that is, anthropology, economics, geography, history, political science, sociology, and sometimes, social psychology.

Social Studies: Refers to the content selected from the social sciences to be taught at the elementary and secondary levels of schools.

Concept Statements: Refers to the keyed statements about each of the social sciences; each statement presents a fundamental idea in the structure of the specific discipline.

Generalization: A statement summarizing information and ideas developed in a segment of study; such a summary statement requires continued testing and modification on the basis of new or additional information.

Content: Refers to information within a given discipline.

Method: (1) Refers to the mode by which specialists in a given discipline work to obtain and validate evidence (Roy Price calls this "workways").

(2) Refers to classroom process or teaching strategies.

Integrating Discipline: Draws upon concepts, content, method, and vocabulary from other and, usually, closely allied fields; a "vehicle of expression."

SOME TERMS USED IN PSSCP RESOURCE UNITS

Civilization: Refers to an identifiable segment of human activity in the dimension of length of time; each such segment, characterized at its core by a distinctive set of religious beliefs, has a particular arrangement of features which give it cohesion and a characteristic dimension (see Arnold Toynbee, A Study of History, Vol. I, Chapters 1 and 2).

***Community:** Refers to the intentional association of persons to achieve common goals or common purposes.

Country (or State): Is an organized political entity functioning on the international scene and characterized by politically determined boundaries, independence, a relative degree of stability, and some acknowledged, authoritative governmental scheme.

***Culture Region:** (1) An areal pattern where certain cultural features result in a recognizable degree of cohesion; such features include: attitudes, objectives, technical skills, language and symbols, system of values, mode of living.

(2) System of classification of areas of human activity and occupance based upon cultural dominance.

Ethnic: Refers to the cultural grouping of persons, primarily with reference to language.

Family: Is a primary social group organized and united by personal, intimate, and domestic ties.

Nation: Refers to the cultural awareness of a group of persons possessing common language, common traditions and customs, common historic experiences; often this is expressed in programs seeking to have the national group acquire political status as a country or state with political boundaries coterminus with the location of the national group.

***Neighborhood:** Refers to a "place" sector of any populated area; people are within a neighborhood by the accident of residence or place of work.

***Race:** Refers to a division of mankind that possesses genetically transmissible traits such as color of skin or shape of skull.

Region: Refers to an areal pattern which, for a given criterion or set of criteria, has sufficient commonality to provide a basis for analysis.

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* Comment upon the use of these terms is found in the following sections.

NEIGHBORHOOD AND COMMUNITY

We are defining a neighborhood as having people, land, and buildings. It is a location, a place, a specific area. A child's home neighborhood is usually the streets and buildings within walking distance of his home. We are not only defining a neighborhood as a location but as a place with a purpose; namely, residential, commercial, or manufacturing, or a combination of two or more of these purposes. We can think of a neighborhood as: place, people, and purpose, with the emphasis on place.

We are defining a community as any group of people who have common interests or common purpose. Whereas the place is the essential characteristic of a neighborhood, common purpose is the essential characteristic of a community.

In addition to purpose, there must be some form of government, management, authority - organization. To accomplish the purpose there must be a cooperative effort - the participation by members of the group. A community has: common purpose, organization, participation with the emphasis on common purpose.

The sociologist will refer to the family as an institution or primary group. We can also call the family a community.

In general, textbooks will refer to a community as a place - usually something larger than a neighborhood. There are references to urban, suburban, and rural communities. They are stressing the definition of community as a group of people who live in the same region under the same laws. Children will have to be guided to read critically. Not everything we read is always completely true. When a book says "a community has people, land, buildings," children should qualify the statement by saying, "some communities have people, land, buildings." A neighborhood community or a city community does, but a family community does not. The common purpose has been omitted from the definition.

It will be our obligation to help the children to see the lack of real "community" which exists in our world today. This is especially true in our cities where people do not live, work, worship, and socialize in any given area but where they move frequently from one neighborhood to another. It is only when problems and emergencies arise that people in a neighborhood or many neighborhoods have a common purpose and combine their interests and efforts and participate in a community situation. The great need for "community" should be stressed. We will also use the term "community" to designate the groups to which we choose to belong such as social, civic, religious, educational and economic activities.

The communities of long ago were true communities because the people lived and worked together to achieve a common goal. There were people, in a specific place, participating in a situation with a common purpose. There was organization because no purpose can be accomplished without it. Neighborhood and community were one. There was "true community."

CULTURE REGION

THE WORLD'S MAJOR CULTURE REGION

The world seems to have been thrown into chaos as a result of the impact of these two great contemporary revolutions in human living, (Industrial Revolution and Democratic Revolution). But on closer examination it is possible to discern a pattern, and this pattern can be used to provide a framework for the portrayal of the modern world. We need to find uniformities of areal association, within which useful generalizations can be made regarding the problems of economic development, the problems of national independence, the problems of population and resources, and the problems of conflict among states and groups of states. We need to experiment with different kinds of regional systems as, indeed, geographers have been doing.

We suggest here the definition of culture regions in terms of the impact of the two great revolutions on pre-existing cultures in particular habitats. Because of the importance of the state in the contemporary world we propose to define these regions in terms of politically organized areas. Each region must show some degree of homogeneity with respect to the processes of economic development, and with respect to the redefinition of the status of the individual. Technological change is, of course, desired everywhere, but the methods of achieving it are quite varied; democratic ideals are understood and accepted in some regions, but in parts of the world where ideas of individual equality are totally foreign, the Democratic Revolution takes other forms. The characteristics that distinguish any one culture region will be most clearly revealed in the core of each region, and there must necessarily be wide zones of transition in which the characteristics of neighboring regions are mingled. The regions that are suggested as a framework for the presentation of a coherent picture of the contemporary world are as follows:

European
: Western, Southern, and Northern Europe

Soviet
: The Soviet Union and Eastern Europe

Anglo-America
: Canada and the United States

Latin American
: Mexcio, Central America, South America, the Antilles, and the Bahamas

North African - Southwest Asian
: The Moslem countries from Morocco to Afghanistan and Israel

THE WORLD'S MAJOR CULTURE REGION (cont'd)

Southeast Asian
The "shatter Belt" between India and China

South Asian
India, Pakistan, Ceylon, and border countries

East Asian
China, Japan, and bordering countries

African
The countries south of the Sahara

Australian-New Zealand
The countries of British origin in Australia

Pacific
The islands of Melanesia, Micronesia, and Polynesia[1]

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[1] James, Preston, "Geography," in The Social Studies and The Social Sciences, New York: Harcourt Brace and World, Inc., 1962, pp. 80-81.

RACE

"Man is a curious animal, interested in many things . . . One of the things that interests him most is mankind itself . . . One of the features that impresses the common man and the scientist alike are the differences in customs, languages, skin color, and physique between human beings from different parts of the earth" (W. C. Boyd, "Genetics and the Races of Man," 1957:1). Thus it seems that man has an insatiable desire to classify - to pigeonhole people in neatly labeled, easily understood categories. One such category used to classify mankind is "race."

Most early classifications of race were unscientific. Even today the common man's use of the word is still extremely unscientific. He still tends to confuse cultural differences which are simply learned differences with physical differences which are genetically inherited. In this way, mankind has been classified into races on the basis of language; e.g., the Latin races, the Greek race, the Slavic race; on the basis of geo-political groups; e.g., the British race; on the basis of skin color; e.g., the "white," "yellow," "red," "brown"and "black" races; on the basis of religion; e.g., the Jewish race, the Hindu race, or on the basis of "blood"; e.g., "pure-blooded," "half-blood," and so forth.

When it is realized that no one trait was sufficient to characterize a race and also that cultural differences could not be used as criteria for race, combinations of physical traits were used: e.g., skin color, hair color, stature, head size, nasal width, and so forth. These constellations of physical traits were used as diagnostic criteria for defining "ideal types" of races which, it was firmly believed, were fixed and immutable hereditary groupings reaching far back into dimmest antiquity. Similarly, the criteria used were themselves considered to be constants and not subject to change. Thus it was thought, and is still thought by many, that there are three major divisions of mankind: Mongoloids, Negroids, and Caucasoids - each major division being set apart from the others by a constellation of mutually exclusive physical traits. Each of these major groups, often called "races," "stocks," "divisions," or "subspecies," containing populations each of which differs somewhat from the others, could be further subdivided into smaller localized populations called "races" (e.g., Forest Negores, Alpine Caucasoids, Nordic Caucasoids, Polynesians, etc.). The word "race" thus has been applied to both the major divisions of mankind and to the smaller local populations of which these major divisions are composed - a usage which only adds to the confusion about race. Since race was considered to be immutable and not subject to change, differences between populations could only be accounted for in terms of "racial mixture" - that is, the local races were the result of interbreeding between members of different "races."

RACE (cont'd)

Popular notions of race have been confused with the scientific use of the word "race" in the sense of "ideal types"; a confusion which laid the groundwork for quasi-scientific notions of "racial purity" and the evils of "race mixture." In effect, it was suggested each major division had once been "pure"; i.e., unmixed with any other. Therefore, keeping one's "race" pure became an important ingredient in the folklore of race. To these notions concerning race were added another set of criteria - intellectual and moral abilities. It was falsely supposed that not only could the races of mankind be defined in terms of stable hereditary physical characteristics, but could also be defined in terms of the degree to which certain psychological traits are present. Thus some races (e.g., the Caucasian in general or Nordics in particular) are erroneously considered to be higher than other races (e.g., the Negroid in general or the American Negro in particular) in their intellectual and moral capabilities and hence in their intellectual and moral attainments.

With such usage - "race" as an "ideal type" defined by a hodge-podge of physical, cultural, and psychological traits - it should not be surprising that "race" has been used and is used today, by demagogues and would-be world rulers, in many vicious ways to denigrate particular groups of people and to deny them their rights to full participation in their societies.

It seems likely that, rightly or wrongly, attempts to classify mankind according to physical characteristics will continue. To date, anthropologists seem convinced that cultural features are transmitted socially, with no relevant connection to genetic factors. To illustrate: Twin brothers may be born to a man and a woman in Nairobi, Kenya; Rome, Italy; Shanghai, China; or some other place; but at an early age become separated. One child is brought to Providence, Rhode Island, at six months of age, and raised by a family in Providence. The two children will mature knowing entirely different cultural values. Environment, climate, basic resources, language, the social preferences of others in the group, etc., establish the cultural base. Even mistaken notions and social biases affect the cultural pattern which is the individual's way of behavior. Indeed, as cultural preferences are established in the individual, it is possible to affect the physical appearance, or even the biological and/or genetic factors: the use of tobacco may cause cancer; improvident consumption of sweets may bring about diabetes; the natural complexion may be altered by sun tanning the body; ear-lobes may be pierced; bodies may be tattooed; lips may be painted or pierced; hair may be dyed, etc. Some of these practices may even affect offspring: the use of drugs during pregnancy apparently may affect the unborn child. X-Rays (a cultural phenomenon) may affect an unborn baby under certain circumstances. However, in each case, cultural practices may affect or alter the physical appearance of man - but race does not dictate the cultural content. Indeed, the idea that it is necessary to classify humans into physical categories is a cultural phenomenon in itself; the systems by which data are collected and categorized are part of our cultural climate. As Raymond Firth says (Human Types, p. 24): "Purity of race is a concept of political propaganda, not a scientific description of human groups today."

AIMS FOR TOTAL SOCIAL STUDIES PROGRAM

The following were approved in May of 1963 and amended in February of 1968 by the Providence Social Studies Curriculum Committee:

1. That the program of social studies in the Providence School Department be a continuous program for thirteen (13) years, K-12, that it be sequential in its presentation, and that it be based upon the following aims:

   A. To develop an understanding of the world, its physical and human composition and one's involvement in it.

   B. To understand and appreciate democratic values in human relations; the development and potential of these values throughout the world. This includes a respect for the unique quality and worth of each individual, a regard for his rights as a dissenter, an awareness of his responsibilities as a citizen, and the uses of democratic processes for the resolution of conflicts and tensions and for achieving consensus on improvement.

   C. To acquire functional information, concepts, and valid generalizations about man's physical environment and his varied political, social, and economic institutions that serve to carry out human needs and desires.

   D. To gain information about and appreciation for the spiritual, aesthetic, and religious currents which contribute to the mainstream of civilization. The broad aim here is to create an awareness of the sensitivity to the interactions and contributions of seemingly alien cultures.

   E. To develop, through the utilization of instructional materials suitable to the social studies, skills and techniques essential for critical thinking about human behavior and relationships.

2. That the social studies curriculum be based solidly upon the interrelated disciplines of anthropology, economics, geography, history, political science, and sociology.

SOCIAL SCIENCE CONCEPT STATEMENTS

What are these concepts?

In order to deal systematically with the selection of content from the six social science disciplines for purposes of classroom instruction, it is necessary first to determine what the underlying principles or the basic concepts of the discipline are. The next pages represent an attempt to make such identification of the principles or concepts of each discipline. An endeavor has been made to make each concept inclusive and provocative so that other ideas and necessary vocabulary may be quickly deduced.

Presumably when the full K-12th grade program is introduced, all students will have mastered all concepts by the end of 12th grade. Certain of these will be best taught at particular grade levels, and these will be identified in appropriate grade level guides.

Where did they come from?

These concepts represent reading, study, and reflection by Curriculum Assistants in the literature of each of the disciplines. In addition, each list was discussed with an academic specialist in the field. The final form and phrasing is the responsibility of the groups of teachers in Providence working as Research Assistants in the project. These lists will require modification until they are clear and functional.

How are they to be used?

(1) They should be used as a guide to the point of initial introduction of the concept. It is important that we identify the particular point where a concept is first introduced. It should be accurately introduced in terms of the best scholarship. We cannot complete this objective until the entire curricular program is developed.

(2) At each grade level, there are Generalizations which students should master by the end of the given grade. Each Generalization is keyed to a concept by the use of a letter and number key. This will provide ready reference.

(3) The list of concepts together with the broad aims and the grade level aims are to be used as the criteria for the selection of specific content to be taught at a given grade level. All material taught should be consonant with the aims and with some concept. Resource unit guides will provide guidance.

ANTHROPOLOGICAL CONCEPTS

A. 1. As Homo sapiens all men possess basic physical similarity, but there are inherited or acquired differences in size, shape, color, and the like.

A. 2. Culture may be defined as "knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society," [2] or shared, learned behavior.

A. 3. Culture is universal: all people have culture.

A. 4. Each society has its own unique cultural pattern which may be explained by location, geography, climate, resources, population, historical factors, and local preference.

A. 5. Cultural features are interdependent.

A. 6. Culture is changeable, but the rate of change is dependent upon such things as: choice, cultural contact, imposition, time, and satisfaction or dissatisfaction.

A. 7. Societies may range from pluralistic where disparity exists, to integrative where there is a lessening of differences and an increase in similarities, or to assimilative where all groups take on the same cultural features.

A. 8. Conflict, cooperation and accommodation are normal, cultural processes.

A. 9. There is a difference between the ideal cultural standard and the normal practice of that standard.

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[2] Edward B. Taylor, "The Science of Culture" Chapter 1 of Primitive Culture (London: John Murray and Co., 1871, 2 vols.)

ECONOMIC CONCEPTS

E. 1. Scarcity - The resources necessary to satisfy man's wants are limited. This limitation is complicated by geographical maldistribution, cultural inadequacy and technological underdevelopment.

E. 2. Economizing - Scarcity and unfilled, unlimited wants have caused man to make choices between alternative ways of satisfying complex needs. The effectiveness of his choices determines man's economic well-being.

E. 3. Economic Systems - A pattern of response emerges as man economizes. This pattern or system includes an ideological base, an institutional framework, a system of values and a pattern of regularized behavior. Each system must answer the basic economic questions:

What shall be produced?
How shall it be produced?
Whom should production benefit?

E. 4. Work - The basic economic activity of man is the application of physical or mental effort directed toward a goal of producing a want satisfying good or service. Division of labor and specialization of skill increases productivity.

E. 5. Saving - The creation of a surplus can be translated into the creation of a tool or capital good which in turn increases productivity and the ability to create greater surplus. This saving and investing cycle, reinforced by the dynamic of innovation raises an economic system's capacity to produce - its true wealth.

E. 6. Exchange - Man has learned to exchange available resources and the surplus of his production for those goods and services which he lacks. This exchange or trade results in interdependence between societies and advantage to all parties in the exchange. Money, credit and other financial institutions develop as the "lubricants" of exchange.

E. 7. The Market - Exchange takes place in a market, where the subjective decisions of buyers and seller interact to achieve an objective transaction, centered on a price. Price is the regulator of market decisions, and the interaction of supply and demand plays a major role in establishing answers to the basic economic questions in a market system.

Economic Concepts (cont'd.)

E. 8. Competition - The dynamics of any economic system include varying combinations of competition and cooperation; conflict and resolution. These provide the stimulus in a system and help shape its character.

E. 9. Income Flow - The health of any economic system is measured by the quantity and quality of flows of income between producer and consumer and among the productive sectors of the economy. This income flow reflects an equal and reverse flow of goods and services which ultimately satisfy the economic needs of a society.

E. 10. Economic Growth - A major economic goal in any modern society is improvement in the capacity to produce. This has been achieved in many societies through capital investment, improvement in education and through the judicious use of public policy.

GEOGRAPHICAL CONCEPTS

Earth-Sun Relationships - The Earth's Representation

G. 1. The globe represents the spherical nature of the earth and shows the true relationships of the continents and oceans.

G. 2. The fixing of position and the measurement of distance on the earth require a knowledge of the grid system that man has devised.

G. 3. Earth-sun relationships have implications for seasonal changes, patterns of climate, patterns of wind and water movements, zones of vegetation, and seasonal activities of people and animals.

G. 4. Maps which portray the round earth on a flat surface are designed for specific purposes and consequently are only accurate in certain areas.

Persistant Relations

G. 5. The ability of man to survive on the earth is tied to a circulation of air, temperature, and moisture from one part of the earth to another.

G. 6. The earth is bound together with many physical and cultural connections.

G. 7. The smallest point of reference on the earth's surface varies from every other point, yet in all this variety and complexity there are patterns, order relationships and reasonableness that can be identified and understood.

G. 8. Physical and cultural characteristics of the earth many be arranged into logically defined units of study identified by specified criteria called regions.

G. 9. Man is the dominant element in the landscape.

G. 10. The great masses of people inhabit the most desirable places on the land containing the most favorable combinations of soil, water, and air.

G. 11. The stage of human development in many areas at a particular time indicates a wide range of living standards and cultural goals.

G. 12. Any resource is only as good as the vision and ability of man to use it.

G. 13. Local specialization necessitates connections with other areas for the exchange of goods and services.

Geographical Concepts (cont'd.)

G. 14. The earth's diversity results in the circulation and interaction of peoples, goods, and ideas. Technological and scientific advances have reduced travel and communication time between peoples and increased the possibility of more frequent interaction.

G. 15. The earth's surface is continually being changed by man and natural forces. (These changes are on different time scales but the dynamic nature of physical and cultural forces is universal. To recognize the daily, seasonal, and annual cycles of physical human affairs as well as the fluctuations of the long term processes is to sense the pulse of the modifications of life and landscape. (Cycle: daily journey to work, crop rotation, production schedules; spread of inventions, migrations).

G. 16. New techniques and scientific advancement come to different places and different people at different times.

Cultural Processes

G. 17. The industrial society, because of its complexity, needs to be global in outlook and activity in order to survive.

G. 18. The development of technology and the concentration of industrial production have furthered the development of cities.

G. 19. The growing multiplicity of functions and the tendency for concentration of economic activity has hastened the development of the largest cities in the hierarchy of settlements. (hamlet, village, town, city, metropolis, megalopolis)

G. 20. The growth of populations at varying rates forces reappraisals of land use, space allocations and future areal planning.

G. 21. The growing disparity in standards of living and technological abilities has created two cultural worlds described in various terms as: rich lands-poor lands, developed or underdeveloped (developing), modern or traditional economies.

HISTORICAL CONCEPTS

H. 1. All people have some sort of awareness of their past, and this helps determine their present and future.

H. 2. The historical experience is the totality of past human experiences (ideas, feelings, relationships, actions).

H. 3. Historical evidence is the record left, of whatever sort, of past human experience.

H. 4. Historical interpretation is the attempt to reconstruct the historical experience on the basis of the evidence, and to assign meaning and significance to it.

H. 5. The passage of time may raise once isolated ideas to popularity and power, and give enormous influence to once little-known men; historical development is, after all, the work of individuals, in all their variety and uniqueness as well as their common and typical traits, beliefs and acts.

H. 6. Causation and motivation. Men are moved by a mixture of conscious and unconscious elements. Change is brought about both by peoples' unconscious development of new responses to circumstances and by individuals developing new ideas and expressing them.

H. 7. Men are self-interested creatures, moved by considerations of their own advantage. At times they reason at times they are emotional, and at times they rationalize.

H. 8. Men are also idealizing beings, identifying their ultimate welfare with the ruling will, intelligence, or moral order of the universe. (Religious and philosophical beliefs.)

H. 9. A civilization is characterized at its core by a distinctive set of religious beliefs. These help form values and interests which work out distinctively in institutions. (Cf. Toynbee)

H. 10. An institution is a well-established and structured pattern of behavior or relationships, accepted as a fundamental part of a civilization or culture.

H. 11. The fundamental dimensions of historical experience, for individuals or groups, are temporal, spatial and cultural.

H. 12. All historical experience, closely examined, resolves finally to the experiences of many individuals, each with a complex of interrelated causal and consequential elements.

Historical Concepts (cont'd)

H. 13. Even the most sudden or rapid change--social, economic, intellectual, even political revoluation--should be seen as evoluation.

H. 14. Theories of history vary widely as to the capacity of men to influence historical development by 'really' free decision and action. (Esp. deterministic vs "great man" theory.)

H. 15. Theories of history may also be classified as progressive (e.g., Karl Marx, Herbert Spencer), cyclic (e.g., the ancient Greeks, Oswald Spengler), or cyclic-progressive (e.g., Arnold Toynbee).

POLITICAL SCIENCE CONCEPTS

PS. 1. All societies make policies based upon an authoritative allocation of values.

PS. 2. Of all institutions only government has the legal right to enforce its values through coercion.

PS. 3. Throughout the history of mankind, man has developed and continues to develop different systems of government.

PS. 4. Within the various forms of political structure there is constant change.

PS. 5. All governmental institutions function within an environment consisting of such larger institutions as have developed economically, historically, sociologically and geographically.

PS. 6. All political systems rest upon a minimal level of consensus; individuals and groups direct demands and support toward governmental machinery.

PS. 7. Interaction among consensus, demands, and support results in governmental policy.

PS. 8. Policy modifies the environment.

SOCIOLOGICAL CONCEPTS

S. 1. All persons function in a society which is a complex structure of individuals and groups held together in a web of social relationships. Each society can be identified by its particular culture.

S. 2. The way men behave is determined largely by their relations to each other and by their membership in groups.

S. 3. Two or more persons linked together in a system of social relationships comprise a social group.

S. 4. Role is the pattern of behavior expected of persons who occupy a particular status.

S. 5. Status is the position one holds in a social group.

S. 6. Social structure is an interrelated system of roles and statuses.

S. 7. Institutions are those cultural patterns which may specify or imply norms or rules of behavior.

S. 8. An individual's behavior as a member of a group in generally evaluated in terms of norms which are rules for behavior that the group expects of some or all of its members in a specific situation within a given range.

S. 9. Social stratification is a hierarchical ordering of statuses and roles in such terms of wealth, income, occupation, prestige, deference, power, and authority. Individuals and groups within this framework may shift.

S. 10. Social changes result from such things as population change, technological innovation, new ideas or culture contact and may lead to new or modified institutions, to new or different roles and statuses, or to tensions.

AIMS - GRADE 4

1. To develop an understanding of the nature and characteristics of various regions of the world: metropolitan regions; regions of extractive economic activity such as farming; and manufacturing regions.

2. To gain useful knowledge about the ways in which man fulfills basic needs and wants.

3. To acquire knowledge of and skill in the use of tools of regional analysis, specifically certain geographic tools.

AIMS FOR GRADE 5

1. To develop an understanding of the physical and cultural regions of Anglo-America.

2. To determine the extent to which democratic values and human relations have developed in Anglo-America. This should include a consideration of the unique quality and worth of the individual.

3. To understand how and why the peoples of Canada and the United States have developed their political, social, and economic institutions and have interacted with their physical environment.

4. To appreciate the interrelations of the spiritual, aesthetic, and religious philosophies of Anglo-Americans with the rest of the world.

5. To develop skills and techniques essential for critical thinking about the behavior and relations of the people of Canada and the United States.

AIMS FOR GRADE 6

1. To develop an understanding of the physical and cultural areas of Africa and Latin America.

2. To understand how and why the peoples of Latin America and africa have developed their political, social, and economic institutions.

3. To understand the interaction between the physical environment and the institutions of their societies.

4. To appreciate the interrelations of the spiritual and aesthetic philosophies of the Latin Americans and Africans with the rest of the world.

5. To develop skills and techniques essential for critical thinking about the behavior and relations of the peoples of Latin America and Africa.

AIMS FOR GRADE 7

1. To develop an understanding of the physical and cultural regions of Southeast Asia, Western Europe, and the "Soviet."

2. To develop an awareness of the differing cultures, values, traditions, and customs which exist in the Southeast Asian, Western European and Soviet culture regions and to develop some understanding of why these differences exist.

3. To understand why and how the peoples of the Southeast Asian, Western European and Soviet culture regions have developed their political, social, and economic institutions, and to determine the extent to which they have used their physical environment.

4. To appreciate the interrelatedness and interdependence of the Southeast Asian, Western European, and Soviet culture regions with the rest of the world.

5. To develop the skills and techniques necessary for critical thinking concerning the behavior and interaction of the peoples of South East Asia, Western Europe, and the Soviet culture regions.

GENERALIZATIONS - GRADE 4

Each Generalization is keyed by a letter and number to a specific concept which may be found on the preceding pages: A, Anthropology; E, Economics; G, Geography; H, History; PS, Political Science; S, Sociology.

1.	A region is an area with common characteristics that may be identified for purpose of study.	G. 6, 9, 10; H. 10, 11
2.	Earth-sun relationships explain various earth phenomena.	G. 3
3.	Metorpolitan areas exist throughout the world.	A. 2, 4; E. 3; G. 10, 17; S. 1, 3
4.	Man's extractive and manufacturing activities are carried on in all parts of the world.	A. 4; E. 1, 3, 6; G. 3, 9, 12
5.	Ways of living are outgrowths of the physical and social environment and heritage.	A. 3, 4, 5, 6; G. 9, 11; H. 1, 5, 6, 9, 10,11; PS. 5; S. 1, 2, 9
6.	Occupational diversity results in a wider variety of choices between people and a higher standard of living for the region.	A. 6; E. 1, 2, 6; G. 11, 16
7.	Change comes more slowly to some regions than to others.	A. 6, 8; G. 15; 16; H. 5, 6, 8, 9, 10, 13; S. 10
8.	Man has continually labored to gain increasing control over his envirnoment.	A. 6; E. 2, 6, 10; G. 9, 16; H. 5, 6, 7, 13.
9.	Modern transportation and communication have resulted in the interdependence of regions and the possibility of understanding differences among people.	A. 5, 6; E. 6, 9; G. 13; 14; H. 11; PS. 7; S. 10
10.	Trade stimulates an exchange of ideas as well as goods and promotes changes in man's activities.	A. 6; E. 6; G. 14, 17; H. 1, 5, 6, 7, 10, 11, 12, 13; PS. 7; S. 10

GENERALIZATIONS - GRADE 5

Each Generalization is keyed by a letter and number to a specific concept which may be found on the preceding pages: A. Anthropology; E. Economics; G, Geography; H, History; PS, Political Science; S, Sociology.

1.	Anglo-America is a vast land area with a great variety of physical regions.	G. 6, 8.
2.	Canada and the continental United States share many of these physical regions.	G. 6, 8
3.	Canada and the United States are two of the largest countries in the world; second and fourth in land area, respectively.	G. 2
4.	Because of amicable relations between the United States and Canada, the boundary between them is unfortified.	S. 2, 4, 10
5.	The St. Lawrence Seaway, including the Great Lakes system, (shared by the United States and Canada) is one of longest and most important inland waterways in the world.	A. 8; E. 1, 9, 10; G. 9, 12, 13, 14, 16; H. 6; PS. 8; S. 2, 6.
6.	Most of Anglo-America lies in the middle latitudes.	G. 3
7.	The climatic patterns of most of Anglo-America have been favorable generally to social and economic development.	G. 3, 5, 10; H. 11
8.	Much of the land area of Canada is sparsely inhabited because of unfavorable climatic and soil conditions.	G. 3, 5, 10
9.	Canada and the United States have a common heritage; both have similar language, laws, and customs.	A. 1, 2, 3, 4, 5, 7; H. 2, 11; S. 1, 2, 4
10.	Both Canada and the United States have a great variety of natural resources which have been developed to produce great	E. 1-10; G. 3, 12, 13, 14, 15, 16; H. 5, 6, 7, PS. 1, 5, 7, 8

GENERALIZATIONS - GRADE 5 (cont'd.)

11. In the last two hundred years, despite a wide divergence of ethnic and cultural backgrounds, people of Anglo-America have learned to live in relative harmony.	A. 1-9; H. 6, 7, 12, 13, PS. 6, 7, 8; S. 1-10.
12. Although Canada has a much larger land area than the United States, it has about one tenth of the population of the United States.	G. 5, 10
13. Canada, has two distinct national groups. (unlike the United States.)	A. 1-8; E. 8; G. 11; H. 1, 2, 6, 7, 11; S. 1, 2, 3, 6, 8, 9.
14. There is a constant movement of population from rural to urban areas.	A. 5, 6, 8; E. 2, 4, 6; G. 9, 10, 11, 20; H. 6, 7, 10, 12, 13; S. 1, 10; PS. 5
15. A regular flow of people back and forth across the border of Canada and the United States has taken place.	A. 6; G. 14; H. 6, 7, 11, 12
16. The educational systems of Canada and the United States have so well developed that both countries enjoy one of the highest degrees of literacy in the world.	A. 2, 3, 4, 6; G. 9, 11, 12, 14, 16; S. 1, 2, 7, 9, 10; H. 3, 8, 10.
17. Free choice and relative stability of government have enabled Canada and the United States to reach a high degree of economic development.	E. 1-10; G. 12, 14, 15, 16, 17, 18, 20, 21; H. 5, 7, 8, 10, 12; PS. 1-8; S. 1, 9, 10
18. Both Canada and the United States had to overcome tremendous obstacles in constructing an east-west transcontenental transportation system.	G. 6, 9, 13, 14, 15, 16; H. 4, 6, 7, 8, 11, 13.
19. Excellent communication and transportation systems, developed in the twentieth century, have led to the rapid growth of industry and trade.	E. 9, 10; G. 13, 14, 17; H. 4, 6, 7, 11; S. 10
20. In spite of economic develcpment and the highest living standards, many socio-economic problems remain to be resolved.	A. 9; E. 1, 2, 3; G. 11, 12, 21; H. 3, 6, 7, 10, 12, 13. S 1, 5, 9, 10.

Generalizations - Grade 5 (cont'd.)

21.	Cooperative efforts of the United States and Canada have resulted in mutual benefits in transportation, power production, trade, and defense.	A. 5, 8; E. 4, 6, 8, 9; G. 13, 14; H. 1, 3, 8, 10, 11, 12, 13; S. 1, 2, 8
22.	The United States and Canada trade more with each other than with any other country.	E. 6, 7, 9; G. 13, 14
23.	Both the United States and Canada maintain systems of government based upon demoncratic ideals, though they differ in structure and functioning.	H. 1, 3, 8, 10, 11; P. S. 1-8
24.	Industrialization has made available increased leisure for the wider enjoyment of the natural beauty of both countries and the pursuit of the arts.	A. 2, 3; G. 11; H. 7, 10, 12; S. 10
25.	The United States and Canada have positions of importance in world affairs.	A. 5; E. 6, 7, 8, 9, 10; G. 13, 14, 17, 21; H. 6, 7, 8, 10, 11, 14, 15; P. S. 8; S. 4, 9, 10

GENERALIZATIONS FOR GRADE 6

Each Generalization is keyed by a letter and number to a specific concept which may be found on the preceding pages: A, Anthropology; E, Economics; G, Geography; H, History; PS, Political Science; S, Sociology.

1. Both Latin America and Africa lie in the same general latitudes.	G. 2, 3, 4, 5, 6, 8
2. Africa and Latin America have a variety of physical regions.	G. 3, 5, 6, 8
3. Much of the land area in Latin America and Africa is uninhabited.	G. 5, 6, 8
4. Although both Latin America and Africa are rich in natural resources not all of these have been developed to their full potential.	E. 1, 4, 6, 10; G. 9, 12, 15, 16
5. Both Latin America and Africa have been influenced to a large degree by foreign colonization and development.	A. 2, 3, 4, 5, 6, 7, 8, 9; H. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, P.S. 5
6. The wealth of both Latin America and Africa is controlled by a relatively small segment of the total population.	E. 3, 4, 5, 6; G. 11; H. 7; S. 4, 5, 6, 9
7. Insufficient investment of capital has hindered the development of industry in Latin America and Africa.	A. 4, 8; E. 1, 2, 3, 4, 5, 9, 10; G. 12; H. 7, 10, 12 P.S. 8; S. 9
8. The educational systems have not been sufficiently developed to meet the needs of the majority of the population in Latin America and Africa.	A. 6, 7; E. 1, 2, 4; G. 11, 12, 16; H. 6, 10, 12; P.S. 1
9. A large segment of the population live under conditions which would be considered inadequate by modern American standards.	A. 7, 9; E. 1, 2, 8; G. 11, 12, 13, 21; H. 7, 12 P.S. 8; S. 1, 2, 4, 5, 6, 7, 9, 10;

Generalizations for Grade 6 (cont'd.)

10.	Lack of transportation and communication has been a determining factor in the slow development of some areas in Latin America and Africa.	E. 9, G. 13, 14, 15, 16, 18, 19, 20; H. 13; P.S. 8; S. 10
11.	Economically, both Latin America and Africa depend largely on the export of agricultural products.	A. 4; E. 1, 3, 4, 5, 6, 7, 8, 9, 10; G. 3, 10, 11, 12, 13, 14, 15, 16, 20, 21; H. 7; P.S. 5
12.	Many countries in Latin America and Africa lack a diversified economy.	A. 8; E. 1-10; G. 12, 13, 16, 21; H. 10, 11, 13.
13.	Within Latin America and Africa there is an increasing amount of onterdependence among the peoples, although tribalism in Africa and peasant provincialism in Latin America exist substantially.	A. 5, 7; E. 6, 7, 8, 9, 10; G. 6, 11, 12, 13, 14, 16, 17, 18, 21; H. 2, 5, 6, 7, 8, 9, 11, 12, 13; P.S. 4, 7; S. 2, 10
14.	Many forms of the fine arts have been created by Latin America and Africa and shared with the rest of the world.	A. 2, 3, 4, 5; G. 11, 14; H. 1, 3, 5, 6, 8, 11; S. 1
15.	Constant political change is characteristic of countries in Latin America and Africa.	A. 6, 8; E. 2, 3, 10; G. 11, 17, 20; H. 6, 7, 8, 10; 13; P.S. 1-8; S. 7, 9, 10
16.	The process of democracy are emerging among the changing patterns of some governments in Latin America and Africa.	A. 4, 6, 8; E. 8; G. 11; H. 4, 6, 7, 8, 10, 12, 13, 14, P.S. 3, 4, 5, 6, 7, 8; S. 10
17.	Both Latin America and Africa are rapidly assuming positions of importance in world affairs.	A. 8; E. 4, 5, 6, 7, 9, 10; G. 13, 14, 16, 17; H. 5, 6, 7, 13; P.S. 7; S. 2, 9, 10.

GENERALIZATIONS FOR GRADE 7

1.	The Western European and Soviet Culture Regions lie in the middle latitudes while Southeast Asia lies in the low latitudes.	G. 2, 3, 8
2.	The Western European, Soviet, and Southeast Asian Culture Regions have a variety of natural regions.	G. 3, 5, 8
3.	There are a variety of climatic patterns in Western Europe and its northern location causes most of the region to experience marked seasonal changes.	G. 3, 5, 6, 7, 8
4.	Most of the Soviet Union lies close to the North Pole and away from the moderating influences of ocean currents. It experiences severe winters and warm summers.	G. 3, 5, 6, 7, 8
5.	The major portion of Southeast Asia lies close to the equator and its temperature varies little from season to season with the exception of northern Burma and Thailand.	G. 3, 5, 6, 7, 8
6.	Much of the soil of Western Europe and Southeast Asia is rich and well suited to a variety of agriculture.	E. 4; G. 3, 5, 9
7.	The Soviet Union contains much rich soil, but a great deal of this huge territory is not suitable for agriculture.	E. 1; G. 3, 8, 10
8.	Little physical barrier separates the Soviet Union and Western Europe but they are separated by a differing cultural heritage.	A. 4; G. 6; H. 1, 9, 11; S. 1
9.	A wide variety of natural resources has helped to make Western Europe one of the most important manufacturing areas in the world.	E. 1, 4, 6, 7, 10; G. 1, 6, 7, 9, 12, 17
10.	Mineral deposits in the Soviet Union are widely scattered and some are far from Western U.S.S.R. where most of the people live.	E. 1, 6, 7; G. 10, 12

Generalizations for Grade 7 (cont'd.)

11.	The agricultural and mineral wealth of Southeast Asia has attracted many foreigners interested in exploiting that wealth. This led to the development of imperialism - a major source of friction in Southeast Asia.	E. 1, 2, 3, 6, 7, 8; G. 11, 12, 13, 15, 16, 21; H. 1, 4, 6, 7, 8, 11, 13; S. 2, 9
12.	The ideas and inventions which laid the ground work for modern industrialism are among Europe's greatest contribution to the world.	E. 4, 5, 6, 7, 8; G. 9, 12, 16, 17, 18, 19; H. 5, 6, 7, 10, 13; S. 10
13.	The countries of Southeast Asia lack the money, management, and skills necessary to establish modern industry but are making an effort to encourage industrial progress by emulating the more advanced countries.	E. 1, 2, 3, 4; G. 9, 11, 12, 13, 16; H. 5, 6, 7, 10, 11, 13
14.	Western Europe is well situated for world trade and has many ports but they are not evenly distributed among all countries.	E. 6, 7; G. 13, 14
15.	The Soviet Union has a large volume of foreign trade but gives preference to those countries within the Communist Bloc.	E. 3, 6, 7, 8; G. 6, 12, 13, 14, 17; H. 1, 4, 5, 6, 8, 10 14; S. 7
16.	Many different groups of people speaking a variety of languages live within Southeast Asia, the "Soviet," and Western Europe.	A. 7; H. 1, 11; S. 2
17.	Political boundaries do not necessarily coincide with national groupings.	G. 6, 8; H. 1, 5; P.S. 5
18.	The Western European culture region is among the most densely populated regions in the world.	G. 5, 9, 10, 20
19.	As of the 1960's the educational system of the Soviet Union has aimed primarily at developing technically skilled individuals.	A. 4; E. 4; G. 11, 12, 16; H. 4, 6, 7, 8, 10, 12, 13, 14; P. S. 1, 8; S. 7, 10
20.	The educational systems of Western Europe are varied and among the finest in the world.	A. 4; G. 9, 11, 12, 14, 15, 16; H. 1, 6, 8, 10, 11, 13; P. S. 1

Generalizations for Grade 7 (cont'd.)

21.	The educational systems of most of Southeast Asia have not been sufficiently developed to meet the needs of the majority of the people.	A. 4, 6, 7; E. 1, 2, 4; G. 11, 12, 16; H. 6, 10, 11, 13; P.S. 1
22.	A large segment of the population of Southeast Asia lives in farming villages under conditions which would be considered inadequate by modern Western European standards.	A. 7, 9; E. 1, 2, 4, 8; G. 11, 12, 13, 21; H. 6, 7, 12; P.S. 8; S. 1, 2, 4, 5, 6, 7, 10.
23.	The extensive, inexpensive, and easily accessible communication and transportation patterns of Western Europe have served as a source of unity and an aid to industrial development.	E. 6; G. 6, 13, 14; H. 6, 7
24.	The utilization of the vast resources of the Soviet Union has been handicapped by insufficient transportation and communication.	E. 9; G. 13, 14, 15, 16, 18, 19, 20; H. 11, 13; P.S. 8; S. 10
25.	The major means of transportation in Southeast Asia continues to be the use of natural waterways, but industrialization has created the need for more efficient means of transportation and communication.	E. 9; G. 13, 14, 15, 16, 18, 19, 20; H. 6, 7, 13; P.S. 8; S. 7, 10
26.	The European Common Market is an example of co-operation and interdependence among several highly industrialized countries.	A. 8; E. 2, 3, 6, 7, 10; G. 13, 14, 17; H. 5, 6, 7, 10, 12, 13; P.S. 8; S. 7, 10
27.	The economic systems of Western Europe are based upon a belief in free enterprise exercised under governmental supervision and control while the economic systems of the Soviet culture region are based upon governmental ownership of the basic resources and tools of production.	A. 4, 8; E. 3, 10; H. 4, 5, 6, 7, 8, 11, 13, 14, 15; P.S. 1, 3, 8
28.	The economy of Southeast Asia is basically agrarian, nonmechanized, and not diversified.	E. 1, 3, 4, 9, 10; G. 11, 12, 15, 16, 21; H. 6, 7, 10, 12; P.S. 8

Generalizations for Grade 7 (cont'd.)

29. Many forms of the fine arts have been created by the peoples of Western Europe, the Soviet Union, and Southeast Asia.	A. 2, 3, 4, 5; G. 11; H. 1, 2, 3
30. Political revolutions have occurred in Western Europe, Southeast Asia, and the "Soviet" in the Twentieth Century.	A. 6, 8; E. 2, 3, 10; G. 11; H. 1, 5, 6, 8, 10, 13, 14; P.S. 1-8; S. 2, 10
31. The Soviet Union is one of the primary world powers.	E. 8, 10; G. 11, 15; H. 5, 6, 8, 10, 13; P.S. 8
32. Both the modern Soviet Union and Southeast Asia have borrowed heavily from Western European ideas, customs, and beliefs.	A. 4, 5, 6; G. 6, 16; H. 4, 5, 8, 11, 13, 14; P.S. 3; S. 10
33. Although some Americans trace their ancestry to the Soviet Union or Southeast Asia most Americans trace their ancestry to Western Europe.	A. 1, 2, 3; H. 1, 4, 11, 13, 14

GUIDE TO CONTENT-4

The following outline is designed to give an overall view of the content for the year. Each major section will be a resource unit and will be developed in its own guide. It should be noted that the times indicated are merely suggestions and should not be followed rigidly.

Suggested time: 2-3 weeks

1. Introduction to the year's study will include an initial understanding of the term 'region' and an understanding of the aims and scope of the entire program.

Suggested time: 12-15 weeks

2. The nature and characteristics of metropolitan regions.

   A. Providence, which includes the core city and surrounding cities and towns will be studied:

      - geographical features;
      - historical growth and change;
      - economic developments which helped create expansion;
      - political activities as they render services and co-ordinate programs for the urban region;
      - population history as it influences the metropolitan region;
      - arts, folklore and cultural centers as they contribute to the nature of the urban region;
      - contemporary social problems and reform measures as they relate to the present urban region.

   B. Selected metropolitan regions such at Tokyo, New York, Chicago, London, Sao Paulo, etc., will be studied.

Suggested time: 10-14 weeks

3. The nature and characteristics of regions of extractive activity, especially as they relate to metropolitan regions, will be studied:

   - farming,
   - fishing,
   - forestry, and
   - mining regions.

Suggested time: 10-14 weeks

4. The nature and characteristics of regions of manufacturing activities especially as they relate to metropolitan regions will be studies.

GUIDE TO CONTENT - 5

The following outline is designed to give an overall view of the content for the year. The times indicated for each resource unit are merely suggestions and do not have to be followed explicitly.

Unit I Introductory Unit — Suggested Time: About 2 weeks

An introduction to the year's work will include an initial understanding of the terms "culture region" and "culture group" as well as an understanding of the aims and scope of the work for the year.

Unit II The Physical Characteristics of Anglo-America

Suggested Time: About 8 weeks

A study will be made of the land forms and waterways, the climatic patterns, and the effect of the physical characteristics upon transportation, communication, and population distribution.

Unit III The People of Anglo-America: Their Movement Over the Land Base

Suggested Time: About 6 weeks

The ethnic groups of Anglo-America, past and present, and their mobility on the land base will be studied.

Unit IV The Economic Development of Anglo-America

Suggested Time: About 8 weeks

An examination will be made of the natural and cultural resources, and the efforts being made to conserve these. A study will be made of the occupations, technological advancements, and trade patterns of this region.

Unit V The Social Development of Anglo-America

Suggested Time: About 8 weeks

The institutions - social, religious, and political - will be examined. A study will be made of the educational and social facilities as well as the socio-economic problems that must be resolved.

Unit VI The Political Development of Anglo-America and Its World Relationships

Suggested Time: About 6 weeks

A study and comparison will be made of the governments of the United States and Canada and the interdependence that exists between these countries and the rest of the world.

GUIDE TO CONTENT - 6

The following set of statements indicates the general content to be studied during the course of the year. Each statement presents a particular aspect from which the study of Latin America and Africa will be approached. Subsequent resource units will consider each aspect in detail.

1. The study of Latin America and Africa will be approached by considering both areas simultaneously. An overview of the general content will be presented with emphasis upon the particular aspects that are used in the approach.

   Suggested time: 2-3 weeks

2. Latin America and Africa will be approached through a study of ethnic backgrounds and of cultural factors which have influenced the development of these two areas.

   Suggested time: 7-8 weeks

3. The physical characteristics of Latin America and Africa will be studied with their influence on living conditions, population distribution and occupations, and in terms of the influence the occupants have had upon the physical characteristics of the land.

   Suggested time: 7-8 weeks

4. Latin America and Africa will be looked upon as economic wholes and a study will be made of their natural resources, technology, and trade patterns.

   Suggested time: 6-7 weeks

5. Latin America and Africa will be examined in terms of various degrees of social development.

   Suggested time: 4-5 weeks

6. A comparison will be made of the various kinds of government operating in Latin America and Africa and the interdependence that exists between Latin America, Africa, and the rest of the world.

   Suggested time: 5-6 weeks

The outline on the following pages is a topical overview of the content for 6th grade. Approaches to teaching this content, along with suggested activities and materials, will be presented in each topical resource unit.

GUIDE TO CONTENT - 7

The culture regions to be studied in grade seven are Southeast Asia, Western Europe, and the "Soviet." Although the same approach will be used with all three areas, Southeast Asia will be studied separately, while Western Europe and the Soviet Culture Regions be approached as a comparative study.

1. An overview of the general content for the year will be presented with particular emphasis upon the aspects that are used in the approach.

   Suggested time: 2-3 weeks

2. Southeast Asia will be approached through a study of the following areas:
   A. Physical Characteristics: Suggested time: 12-14 weeks
      1. Physical and Topographical Features
         Landforms
         Vegetation
         Size and location
      2. Climate
      3. Population Distribution
      4. Major Cities
      5. Transportation and Communications
      6. Conclusions

      Suggested time: 2-3 weeks

   B. Ethnic Background and Social Development:
      1. Early History
      2. Colonial Development
      3. Peoples
      4. Social Development
         Family, Living Conditions, and Customs
         Health and Education
         Religion
         Art, Literature, and Recreation
      5. Social Problems and Conditions
      6. Future

      Suggested time: 3-4 weeks

   C. Economic Development
      1. Economic Systems
      2. Influence of Physical Features
      3. Agricultural Products and Methods
      4. Natural Resources
         Mineral
         Forest
         Human
         Water Power
         Fish
      5. Industrial Development
      6. Future

      Suggested time: 4-5 weeks

Guide to Content - 7 (cont'd.)

D. Historical Development and Governmental Systems
   1. Brief History
   2. Government and Governmental Systems
   3. Problems

Suggested time: 2-3 weeks

3. The comparative study of Western Europe and the Soviet will be approached in the same way.

Suggested time: 22-24 weeks

A. Physical Characteristics	Suggested time: 4-5 weeks
B. Peoples	Suggested time: 4-5 weeks
C. Social Development	Suggested time: 3-4 weeks
D. Economic Development	Suggested time: 5-6 weeks
E. Political Systems	Suggested time: 4-5 weeks

T O P I C A L O V E R V I E W

The following aspects or points of view will be used in examining Latin America and Africa.

L A T I N A M E R I C A	A F R I C A

I. Ethnic backgrounds and cultural factors which have influenced the development of Latin America and Africa.

A. Early History

Indian Cultures	Egyptian
Maya	Roman
Inca	Arab
Aztec	Ghanaian or Mali

B. Colonial Development

Spanish exploration and colonization	Portuguese
Portuguese exploration and colonization	Dutch
French exploration and colonization	British
British exploration and colonization	Germans
Dutch exploration and colonization	Turkish
	Belgian
	French
	Italian
	Spanish
	Arabs
	Individual explorers

C. Peoples

European	Negro
Negro	European
Mestizo	Asian
Indians	Hottentot
Asian	Bushmen

II. Physical characteristics of Latin America and Africa

A. Land Forms
- Size
- Location
- Surface
- Configuration

B. Climate
- Great diversity in:
  - Continental variations in temperature.
  - Continental variations in precipitation.
  - Variations in seasons.

TOPICAL OVERVIEW (cont'd.)

LATIN AMERICA AFRICA

C. Population Distribution
Density influenced
by climate, topography,
and natural resources.

D. Development of Resources
Transportation
Communication
Industrial Growth
Agricultural Growth

III. Exonomic status of Latin America and Africa

A. Natural Resources
Land
Water
Climate
Minerals
Vegetation
Animal Life
People

B. Occupations
Industrial
Agricultural

C. Technological Advances
Trade
Industry
Agriculture
Mining

D. Trade Patterns
Manufactural products
Agricultural goods
Imports and exports

IV. Social development in Latin America and Africa

A. Education
Need for development

B. Art forms
Indigenous
Western

C. Customs - past and present
Social
Religious
Political

T O P I C A L O V E R V I E W (cont'd.)

L A T I N A M E R I C A A F R I C A

V. Governments in Latin America and Africa

A. Indigenous governments
   Tribal
   Federations of tribes
   Ancient monarchies

B. Colonial government

C. Revolutionary government

D. Present government:
   1. Independent
   2. Dependencies of Europe

GUIDE TO SOCIAL STUDIES SKILLS -4

I. Problem Solving and Critical Thinking

A. Recognize that a problem exists.
B. Define the problem for study.
C. Review known information about the problem.
D. Plan how to study the problem.
E. Locate, gather, and organize information
F. Interpret and evaluate information.
G. Summarize and draw tentative conclusions.

II. Research Skills

A. Be able to use a table of contents.
B. Be able to use an index.
C. Be able to alphabetize.
D. Be able to distinguish story books from facutal books.
E. Be able to locate information in encyclopedias and textbooks.
F. Be able to locate information in an atlas or almanac.
G. Be able to use a dictionary for the meaning of a word, spelling, and pronunciation.

III. Sharing Information Through Reports

A. Speak clearly from notes in oral reports.
B. Adjust voice to audience.
C. Speak in sentences.
D. Pronounce words correctly.
E. Use good English.
F. Use illustrative material with reports.
G. Be able to create illustrative materials such as drawings, very simple maps and graphs, and charts.

IV. Working With Others

A. Respect the rights and opinions of others.
B. Understand the need for rules and necessity for observing them.
C. Take part in making rules needed by groups.
D. Accept role of leader or follower, as situation requires.
E. Profit from criticisms and suggestions.

MAP AND GLOBE SKILLS

I. Interpreting Maps and Globes

A. Use cardinal directions in working with maps.
B. Use north arrow on maps.
C. Orient maps to the north.
D. Understand that north is toward the North Pole and south is toward the South Pole.
E. Understand use of the compass.
F. Construct simple maps properly oriented as to direction.

II. Locate Places on Maps and Globes

A. Recognize home city and state on a map of the United States and a globe.
B. Identify equator, arctic and antarctic circles, continents, oceans and large islands.
C. Learn to use legends on different kinds of maps.
D. Interpret symbols on maps.
E. Study color contour and visual relief maps to visualize nature of the areas shown.
F. Trace routes of travel by different means of transportation.
G. Compare maps of different size of the same area.

III. Understanding Time

A. Understand terms decade and century.
B. Understand and make simple time lines.
C. Learn to relate past to present.

GUIDE TO SOCIAL STUDIES SKILLS -5

SKILLS TO BE DEVELOPED

I. Problems - solving and critical - thinking

A. Recognize that a problem exists.
B. Define the problem for study.
C. Review known information about the problem.
D. Plan how to study the problem.
E. Locate, gather, and organize information.
F. Interpret and evaluate information.

II. Research Skills

A. Develop good judgment in choosing appropriate reference material.
B. Be able to take notes which are apropos.
C. Arrange notes in proper sequence.
D. Make a simple outline.
E. List source material; title, author, page.

III. Geting Information

A. Be able to use texts, encyclopedias, almanacs, Who's Who, newspapers, dictionaries, pictures, charts, graphs, cartoons and objects as sources of information.
B. Make use of resource people in community.
C. Make use of resource facilities of community: Libraries, museums, historical sites.
D. Be able to distinguish fact from fiction.
E. Be able to compare information from two or more sources to decide which is better.
F. Be able to draw inferences from information.
G. Be able to make generalizations.

IV. Sharing Information Through Reports

A. Speak clearly from notes in oral reports.
B. Adjust voice to audience.
C. Pronounce words correctly.
D. Speak in sentences.
E. Use good English.
F. Use illustrative material with reports.
G. Be able to create illustrative materials such as charts, maps, graphs, tables, cartoons, and drawings.
H. Be able to write reports and summarize effectively.

V. Working With Others

A. Respect the rights and opinions of others.
B. Understand need for rules and necessity for observing them.
C. Take part in making rules needed by groups.
D. Accept the role of leader or follower, as situation requires.
E. Profit from criticisms and suggestions.

MAP AND GLOBE SKILLS

I. Interpreting Maps and Globes

A. Use cardinal and intermediate directions in working with maps.
B. Use north arrow on maps.
C. Orient maps to the north.
D. Understand that north is toward North Pole and south is toward South Pole.
E. Understand use of the compass.
F. Use parallels and meridians in determining direction.
G. Construct simple maps properly oriented as to direction.

II. Locate Places on Maps and Globes

A. Recognize home city and state on map of United States and globe.
B. Identify equator, circles, continents, oceans and large islands.
C. Relate low latitudes to equator and high to polar regions.
D. Use a highway map for locating places by number and by system.
E. Trace routes of travel by different means of transportation.
F. Compile information from two or more maps about the same area.
G. Determine distance on a map by using scale of miles.
H. Compare maps of different size of the same area.
I. Compare maps of different areas to note that a smaller scale must be used to map larger areas.
J. Estimate distances on a globe, using latitude.
K. Develop habit of checking the scale of all maps used.
L. Learn to use legends on different kinds of maps.
M. Study color contour and visual relief maps and visualize nature of areas shown.
N. Interpret symbols on maps.
O. Learn to choose best map for purpose on hand.
P. Infer man's ways of living from physical detail and latitude.

III. Understanding Time

A. Understand meaning of B.C. and A.D.
B. Understand terms decade and century.
C. Understand and make simple time lines.
D. Learn to relate past to present.

CG - Gr. 4-7

GUIDE TO SOCIAL STUDIES SKILLS - 6

I. Problems-solving and critical-thinking

A. Recognize that a problem exists.
B. Define the problem for study.
C. Review known information about the problem.
D. Plan how to study the problems.
E. Locate, gather, and organize information.
F. Interpret and evaluate information.
G. Summarize and draw tentative conclusions.

II. Research Skills

A. Develop good judgment in choosing appropriate reference material.
B. Be able to take notes which are apropos.
C. Arrange notes in proper sequence.
D. Make a simple outline.
E. List source material; title, author, page.

III. Getting Information

A. Be able to use texts, encyclopedias, almanacs, Who's Who, newspapers, dictionaries, pictures, charts, graphs, cartoons and objects as sources of information.
B. Make use of resource people in community.
C. Make use of resource facilities of community: Libraries, nuseums, historical sites.
D. Be able to distinguish fact from fiction.
E. Be able to compare information from two or more sources to decide which is better or to coordinate.
F. Be able to draw inferences from information.
G. Be able to make generalizations.

IV. Sharing Information Through Reports

A. Speak clearly from notes in oral reports.
B. Adjust voice to audience.
C. Pronounce words correctly.
D. Speak in sentences.
E. Use good English.
F. Use illustrative material with reports.
G. Be able to create illustrative materials such as charts, maps, graphs, tables, cartoons, and drawings.
H. Be able to write reports and summarize effectively.

V. Working With Others

A. Respect the rights and opinions of others.
B. Understand need for rules and necessity for observing them.
C. Take part in making rules needed by groups.
D. Accept the role of leader or follower, as situation requires.
E. Profit from criticisms and suggestions.

MAP AND GLOBE SKILLS

I. Interpreting Maps and Globes

A. Use cardinal and intermediate directions in working with maps.
B. Use north arrow on maps.
C. Orient maps to the north.
D. Understand that north is toward North Pole and south is toward South Pole.
E. Understand use of the compass.
F. Use parallels and meridians in determining direction.
G. Study different map projections to learn how patterns of meridians and parallels differ.
H. Construct simple maps properly oriented as to direction.

II. Locate Places on Maps and Globes

A. Recognize home city and state on map of United States and globe.
B. Identify equator, circles, continents, oceans and large islands.
C. Relate low latitudes to equator and high to polar regions.
D. Identify time zones of United States and relate them to longitude.
E. Use a highway map for locating places by number and by system.
F. Consult two or more maps to gather information about the same area.
G. Trace routes of travel by different means of transportation.
H. Determine distance on a map by using scale of miles.
I. Compare maps of different size of the same area.
J. Compare maps of different areas to note that a smaller scale must be used to map larger areas.
K. Estimate distances on a globe, using latitude.
L. Develop habit of checking scale on all maps used.
M. Learn to use legends on different kinds of maps.
N. Study color contour and visual relief maps and visualize nature of the areas shown.
O. Interpret symbols on maps.
P. Learn to choose best map for purpose on hand.
Q. Infer man's ways of living from physical detail and latitude.

III. Understanding Time

A. Understand meaning of B.C. and A.D.
B. Understand terms decade and century.
C. Understand and make simple time lines.
D. Learn to relate past to present.

GUIDE TO SOCIAL STUDIES SKILLS -7

I. Problem-solving and critical-thinking

A. Recognize that a problem exists
B. Define the problem for study.
C. Review known information about the problem
D. Plan how to study the problem
E. Locate, gather, and organize material
F. Interpret and evaluate information.
G. Summarize and draw conclusions
H. Change conclusions when information warrants
I. Recognize areas for further study

II. Research Skills

A. Choose appropriate reference materials.
B. Take notes, making a record of the source, by author, title, page.
C. Make simple outlines of material read, using correct outline form.
D. Arrange events in sequence.
E. Make simple outlines
F. Make a simple bibiliography.

III. Locating Information

A. Locate information in an encyclopedia by using key words, letters on volumes, index, and cross references.
B. Be able to use almanacs, newspapers, magazines, pamphlets, dictionaries, charts, graphs, etc.
C. Know how to find material in a library using the card catalogue, Dewey Decimal or Library Congress System, Readers Guide to Periodical Liberature and other indexes.
D. Be able to recognize factual information and to distinguish it from fiction and opinion.
E. Learn to skim material to find a word, get an impression, or locate specific information.
F. Learn to make generalizations.

IV. Sharing Information

A. Prepare and use notes in giving an oral report.
B. Speak in sentences.
C. Give credit for quoted material.
D. Write and speak independently avoiding copying from references.
E. Use illustrative materials.

Guide to Social Studies Skills - 7 (cont'd.)

V. Working With Others

A. Respect the rights and opinions of others.
B. Understand the need for rules and the necessity for observing them.
C. Accept the role of leader or follower as the situation requires.
D. Distinguish between work to be done individually and that which needs group work.

VI. Interpreting, Maps and Globes

A. Use cardinal and intermediate directions.
B. Understand that north is toward the north pole and south is toward the south pole.
C. Use parallels and meridians in determining direction.
D. Use different map projections to learn how the pattern of meridians and parallels differ.
E. Construct simple maps which are properly oriented as to direction.

VII. Locate Places on Maps and Globes

A. Recognize the home city and state on a map of the United States and on a globe.
B. Identify the equator, tropics, circles, continents, oceans and large islands.
C. Relate low latitudes to the equator and high latitudes to polar areas.
D. Interpret abbreviations commonly found on maps.
E. Use longitude and latitude in locating places on wall maps.
F. Use an atlas to locate places.
G. Consult several maps to gather information.
H. Understand the significance of location as it has affected the development of cities and the formulation of national policy.
I. Determine distance on a map by using a scale of miles.
J. Study color contour and visual relief maps and visualize the nature of the area shown.
K. Compare two maps of the same area and draw conclusions.
L. Use maps and globes to explain the geographic setting of historical and current events.

IX. Understanding Time and Chronology

A. Understand the meaning of B.C. and A.D.
B. Understand and construct simple time lines.

SOME SUGGESTIONS FOR METHOD

Relation of Aims and Concepts to Content

An explicit assumption about the approach in the construction of this curriculum research project is that aims and concepts should be used to select content. This assumption has meaning for methods of instruction as the primary goal of instruction becomes the mastery of concepts needed to fulfill aims. Mastery of content is meaningful and important only as it is directly related to this goal.

For example, the details of the wheat growing area of the Ukraine are significant as these are related to fulfilling the understanding of the concept of region. Or again, the details of events of European exploration are significant, useful, and meaningful as these are related to fulfilling the concept of man as the dominant element in the landscape or the dimensional elements of history concerning man, time, and place.

Proceed from Questions

As far as possible, this curricular program seeks to develop in young people the facility to ask important questions. It is, therefore, esstential that classroom atmosphere reflect this questioning, probing attitude. Teachers need to be asking questions along with pupils. It should be noted that the materials that have been prepared will not include all the questions that a class will ask. Perhaps some questions young people raise will be of more importance than some of the ones that have been written into these materials. Teachers need to follow the questions that young people put!

Pupil-Teacher Planning

Because aims and concepts are to be used to select content, there is a fine opportunity for considerable pupil-teacher planning and interaction. The particular sequence in which some material is developed is not as important as having pupils and teachers determine what for their particular class is the most effective sequence. Teachers will need to provide time for such planning.

Use of Groups and Committees

One of the goals of any social studies program is behaviorial in nature. It is desirable that the social studies classroom be the place where young people are given an opportunity to develop patterns of behavior appropriate to the pluralistic society in which we live. This means that in the social studies class teachers need to provide a framework in which young people may share ideas, make plans, carry them out, amke mistakes and learn to correct or live with them, learn to listen to varied ideas, learn to value and accept contributions from all youngsters. This behavior can best be developed when there is careful, planned use of groups and committees. Good group work and committee work requires that young people develop this skill: they do not act this way automatically!

Some Suggestions for Method (cont'd.)

Unit Method

Broadly speaking, all of the work in this social studies curriculum project can best be developed through use of the unit method. This approach provides opportunities for individual and group work, for pupil-teacher planning and questioning, for research for materials, for developing the skills of sharing information, and for cooperative evaluation.

A good unit of work has the following characteristics:

It has unity. . .
It is life-centered and plans are based on the personal-social needs of the group. . .
It cuts across subject lines and requires a large block of time. . .
It is based on modern knowledge of how learning takes place. It considers maturation level. . .
It emphasizes problem solving. . .
It provides for growth in the development of the child. . .
It is planned cooperatively by teacher and pupils. . . [1]

A unit has the following features:

1. Teacher preplanning-review of aims, generalizations, content, skills, materials.

2. Teacher development of statements indicating:
   A. aims
   B. generalizations
   C. content to be utilized
   D. skills to be introduced
   E. materials to be used
   F. evaluation procedures

3. Pupil-Teaching Initiatory Activities

4. Developmental and Research Activities

5. Culminating or Sharing Activities

6. Evaluation

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[1] Teaching Guide. Social Studies. Grades IV, V, VI. (Providence: Department of Instruction, Providence Public Schools, 1957.) pp. v-vii.

LABORATORY MATERIALS FOR STUDENTS - 4

EQUIPMENT

Author	Title	Publisher	# per Class
	Globe		1
	World Map (simplified)	Den.-Gep.	1
	Rhode Island Chalkboard	Rand McNally	1
	United States Map	Rand McNally	1
Picture Sets	Regions	Fideler	1
	The Northeast	Fideler	1
	The Midwest	Fideler	1
	The West	Fideler	1
	Rhode Island	PSSCP	1

REFERENCE

Author	Title	Publisher	# per Class
Sorensen, Clarence	A World View	Silver Burdett	1
	Urban Development	Holt, Rinehard & Winston	1
Holt, Sol	World Geography and You	D. Van Nostrand	1
Espenshade	Goode's World Atlas	Rand McNally	1
Hackler, David	How Maps and Globes Help Us	Benefic	10
Hackler	How Charts and Drawings Help Us	Benefic	2
Nichol, William D., Edd.d	How Reference Resources Help Us	Benefic	2
	How We Travel on Land	Benefic	2
McCall, Edith S.	How We Get Our Cloth	Benefic	2
McCall, Edith S.	How We Get Our Clothing	Benefic	2
	Shorter Oxford Economic Atlas	Oxford Press	2
	Journal-Bulletin Almanac	Prov. Journal	2
	World Almanac	N. Y. World	

Laboratory Materials for Students - 4 (cont'd.)

TEXTS

Author	Title	Publisher	# per Class
Anderson, Edna A., et al.	People Use the Earth	Silver Burdett	5
Thomas, Eleanor	Your Towns and Cities	Ginn and Company	10
Kenworthy, Leonard	Three Billion Neighbors	Ginn and Company	1
Hagaman, Adaline P.	Basic Social Studies-4	Harper and Row	10
Jennings, Jerry E.	The Northeast	Fideler	3
Cain, Wilma W.	Transportation	Fideler	1
Jackson, Douglas W.A..	Soviet Union	Fideler	2
Malmstrom, Vincent	Life in Europe: British Isles	Fideler	2
Sandford, Clarence, et al.	You and the Community	Benefic	5
Senesh	Our Working World; Cities at Work	SRA	
	Pupil's Copies		5
	Teacher's Resource Unit		1
Stanek, Murial	You and Chicago	Benefic	3
Gortler, Marion	Understanding Japan	Laidlaw	2
Hanna, Paul R.	In City, Town and Country	Scott, Foresman	5
General Programmed Teaching Corp.	The Changing City	Ginn and Company	5
General Programmed Teaching Corp.	The Big City	Ginn and Company	5
	Map Skills for Today-4	American Education Publications	10
	Classroom Atlas	Rand McNally	30

LABORATORY MATERIALS FOR STUDENTS-GRADE 5

EQUIPMENT

Author	Title	Publisher	# per Class
	Globe		1
	North America Map	A.J. Nystrom	1
	The World Map	A.J. Nystrom	1

Picture Sets

Hills, Theo and Sara Jane	Canada	Fideler	1
Reith, John W.	The West	Fideler	1
Havighurst, W.	The Midwest	Fideler	1
Havighurst, W.	The Great Plains	Fideler	1
Havighurst, W.	The Northeast	Fideler	1
Banta, Richard	South	Fideler	1

REFERENCES

Author	Title	Publisher	# per Class
Holt, Sol	World Geography and You	D. Van Nostrand	1
Epenshade, E. B.	Goode's World Atlas	Rand McNally	1
	Shorter Oxford Economic Atlas	Oxford Press	1
Hackler, David	How Maps and Globes Help Us	Benefic Press	10
Hackler, David	How Charts and Drawings Help Us	Benefic Press	2
Nichol, William D. Ed. D.	How Reference Resources Help Us	Benefic Press	2
	World Almanac	World Telegram	2
	Providence Journal Almanac	Prov. Journal	2
	World Resources, Western Hemisphere	Ginn	3
	Classroom Atlas (4th Ed.)	Rand McNally	30
	Weekly Reader Map Skills-Grade 5	Weekly Reader	10

Laboratory Materials for Students-Grade 5 (cont'd.)

TEXTS

Author	Title	Publisher	# per Class
Preston, Ralph	In These United States and Canada	D. C. Heath	8
Cutright, Prudence et al	Living in the Americas	MacMillan Co.	8
Carls, Norman et al	In the United States and Canada	Holt, Rinehart & Winston	7
Hanna, Paul et al	In the Americas	Scott, Foresman	5
Barrows, Harlan et al	The United States and Canada	Silver Burdett	5
Jenning, J.	The South	Fideler	3
Havighurst, W.	The Midwest	Fideler	3
Havighurst, W.	The Great Plains States	Fideler	3
Tristam, R.	The Northeast	Fideler	3
Hills, T.	Canada	Fideler	3
Cain, W.	Transportation	Fideler	1
Stanek, M.	How Immigrants Contributed to Our Culture	Fideler	15
Glassner, S. and Grossman, E.	How American Economic System Functions	Benefic	2
McCabe, S.	How Schools Aid Democracy	Benefic	2
	Conspectus (Canada)	Bank of Canada	1
Hertzberg, H.	The Great Tree and the Longhouse	MacMillan	5
	In America Books	McCormack-Mathers	
	The Czechs and Slovaks in America		1
	The English in America		1
	The French in America		1
	The Germans in America		1
	The Irish in America		1
	The Italians in America		1
	The Japanese in America		1
	The Negro in America		1
	The Norwegians in America		1
	The Swedes in America		1

LABORATORY MATERIALS FOR STUDENTS-GRADE 6

EQUIPMENT

Author	Title	Publisher	# per Class
	Globe		1
	Maps		
	Africa		1
	Latin America		1
	World		1
Picture Sets			
Allen, William	Africa	Fideler	1
Augelli, John	Carribean Lands	Fideler	1
Fideler, Raymond	South America	Fideler	1
Ross, Patricia	Mexico	Fideler	1

REFERENCES

Author	Title	Publisher	# per Class
Holt, Sol	World Geography and You	T. Van Nostrand	1
Alexander, Robert	Latin America (paper)	Scholastic Press	1
Joy, Charles	Emerging Africa (paper)	Scholastic Press	1
Madden, Carl	Area Studies in Economic Progress-Latin America	Curriculum Resources, Inc.	1
Salkever, Louis	Area Studies in Economic Progress-Sub Saharan Africa	Curriculum Resources, Inc.	1
Epenshade, E. B.	Goode's Worl Atlas	Rand McNally	2
Hackler, David	How Maps and Globes Help Us	Benefic	10
Hackler, David	How Charts and Drawings Help Us	Benefic	2
Nichol, William	How Reference Resources Help Us	Benefic	2
	Journal Bulletin Almanac	Prov. Journal	2
	World Almanac	N. Y. World Telegram	2
	Shorter Oxford Economic Atlas	Oxford Press 2	2

Laboratory Materials for Students-Grade 6 (cont'd.)

TEXTS

Author	Title	Publisher	# per Class
Allen, William	Africa	Fideler	5
Augelli, John	Caribbean Lands	Fideler	3
Carls, Norman	Knowing Our Neighbors in Latin America	Holt, Rinehart & Winston	3
Fideler, Raymond	South America	Fideler	3
	Glorious Age in Africa	Doubleday	2
Greig, Mary E.	How People Live in Africa	Benefic	9
Hall, George	Understanding Ethiopia	Laidlaw	3
Hall, George	Understanding Egypt	Laidlaw	3
Harper, Robert	Learning About Latin America	Silver Burdett	3
Ross, Patricia	Mexico	Fideler	3
Uttley, Marguerite	Latin America, Africa, and Australia	Ginn	6
Yates, Howard	How People Live in Central America	Benefic	3
Eiselen, Elizabet	Land and Peoples of the World	Ginn	3
Hapgood, David	Today's World in Focus Africa	Ginn	5
Saveland, Robert	World Resources, Western Hemisphere	Ginn	2
Thompson, Elizabeth	Other Lands, Other People	National Education Association	1
	Map skills for Grade 6	Weekly Reader	10
	Classroom Atlas	Rand McNally	30

LABORATORY MATERIALS FOR STUDENTS-GRADE 7

EQUIPMENT

Author	Title	Publisher	# per Class
	Globe		1
	World Map	Nystrom	1
	Europe Map	Nystrom	1
	Eurasia Map	Den-Geppert	1
Picture Sets			
Withington and Fisher	Southeast Asia	Fideler	1
Jackson, W.	Soviet Union	Fideler	1

REFERENCES

Author	Title	Publisher	# per Class
Blunder, G.	Eastern Europe	Silver Burdett Time, Inc.	2
	Classroom Atlas	Rand McNally	30
Espenshade, E. B.	Goode's World Atlas	Rand McNally	1
Hackler, D.	How Maps and Globes Help Us	Benefic	1
Hackler, D.	How Charts and Drawings Help Us	Benefic	1
Karnow, S.	Southeast Asia	Silver Burdett Time Inc.	2
Nichol, W.	How Reference Resources Help Us	Benefic	1
Thayer, C. W.	Russia	Silver Burdett Time Inc.	2
Thompson, E. M.	Other Lands, Other People	National Education Association	2
	Shorter Oxfrod Economic Atlas	Oxford Press	2
	World Almanac	N.Y. World Telegram	2
Rieber and Nelson	A Study of the U.S.S.R. and Communism	Scott, Foresman	1

Laboratory Materials for Students -Grade 7 (cont'd.)

TEXTS

Author	Title	Publisher	# per Class
Allen and Howland	Eastern and Southern Europe	Prentice-Hall	3
Allen and Howland	Soviet Union and Eastern Europe	Prentice-Hall	3
Allen and Howland	Western Europe	Prentice-Hall	3
Armstrong, J. P.	Southeast Asia and American Policy	Laidlaw	2
Forman	Story of Thailand	McCormick-Mathers	6
Butwell and Stiles	Today's World in Focus-Indonesia	Ginn	5
Colderwood, J. D.	Western Europe and the Common Market	Scott Foresman	5
Deutsch, H. C.	The New Europe, The Common Market and the United States	Laidlaw	2
Eyre and Stiles	Today's World in Focus-Thailand	Ginn	5
Thomas	Today's World in Focus-Laos	Ginn	6
Forman	Story of Thailand	McCormic-Mathers	6
	World's Great Religions	Golden Press	3
Dean	The Nature of the Non-Western World	Mentor Books	1
Karnow	Southeast Asia	Silver Burdett Time Life, Inc.	2
Thayer	Russia	Silver Burdett Time Life, Inc.	2
Glending, R. M.	Eurasia	Ginn	10
Hanna and Jacks	Beyond the Americas	Scott Foresman	1
Holt, S.	World Geography and You	Van Nostrand	5
Hyman, D.	Rim of Asia	Scholastic Press	10
Isenburg, I.	Eastern Europe	Scholastic Press	10
Jackson, W.	Soviet Union	Fideler	10

Laboratory Materials for Students- Grade 7 (cont'd.)

TEXTS

Author	Title	Publisher	# per Class
Petorvich, M.	Today's World in Focus- Soviet Union	Ginn	10
Pounds	Europe	Fideler	10
Pounds	Europe with Focus on Germany	Fideler	5
Reed, J.	Eastern Lands	Allyn & Bacon	1
Schwartz, H.	Soviet Union: Communist Economic Power	Scott Foresman	5
Schwartz, Fisher, and Sargent	The Soviet Union	Scholastic Press	10
Snyder, L.	Western Europe	Scholastic Press	5
Stavianos, L.	Readings in World History	Allyn & Bacon	3
Stavranos, L.	Soviet Union, A Culture Area in Perspective	Allyn & Bacon	10
Withinton and Fisher	Southeast Asia (Jr. High)	Fideler	10
Withington and Herbel	Asia with Focus on Southeast Asia	Fideler	5
	Southeast Asia	American Education Publications	10
Cassidy and Southworth	Long Ago in the Old World	Merrill	5
Nazarofi	Lands and People of Russia	Lippincott	3
Carls, etal	Knowing Our Neighbors in the Eastern Hemisphere	Holt, Rinehard & Winston	6
Graff, E.	Southeast Asia	Cambridge	15
Stavrianos	Global History of Man	Allyn & Bacon	1

SOCIAL STUDIES
REFERENCE MATERIALS FOR TEACHERS

Theory of Social Studies Curriculum

Each of these works has suggestions for approaches to the problems of social studies curriculum. The two articles by Dr. Shinn are a statement of the theory underlying this particular research project. They are available from the Project Office at Veazie Street School.

Bauer, Nancy W., ed. Revolution and Reaction: The Impact of the New Social Studies. Michigan: The Cranbrook Press, 1966.

Bruner, Jerome. The Process of Education. Cambridge: Harvard University Press, 1960.

Combs, A. W., ed. Perceiving, Behaving, Becoming. Association for Supervision and Curriculum Development Yearbook. Washington, D.C.; ASCD, 1962.

Engle, Shirley H., "Thoughts in Regard to Revision," Social Education, XXVII, No. 4, April, 1963, 182-184, 196.

Fenton, Edwin, The New Social Studies. New York: Holt, Rinehart and Winston, Inc., 1967

Fraser, Dorothy and Samuel McCutchen. Social Studies in Transition: Guidelines for Change. Curriculum Series No. 12, NCSS, 1966.

Frazier, Alexander, ed. New Insights and the Curriculum. Association for Supervision and Curriculum Development Yearbook. Washington, D.C.; ASCD, 1963.

Guide to Content in the Social Studies. Washington, D.C.; National Council for the Social Studies, 1963.

Joyce, Bruce R. Strategies for Elementary Social Science Education: Chicago, Science Research Associates, Inc., 1966.

_____ "Content of Elementary Social Studies," Social Education, XXVIII, No. 2, February, 1964, 84-87, 103.

Kenworthy, Leonard S. Background Papers for Social Studies Teachers. Belmont, California; Wadsworth Publishing Company, 1966.

Long, Harold M. and Robert N. King. Improving the Teaching of World Affairs: The Glens Falls Story. Bulletin No. 35, NCSS, 1964.

McCutchen, Samuel P., "A Discipline for the Social Studies," Social Education, XXVII, No. 2, February, 1963, 61-65.

Mussig, Raymond H. Social Studies Curriculum Improvement. Bulletin No. 36, NCSS, 1965.

Price, Roy A. Major Concepts for Social Studies. SSCC, Syracuse University, 1965.

Social Studies Reference Materials for Teachers (cont'd.)

"Revising the Social Studies," Social Education, 27, No. 4, April, 1963. Five articles pointed to social studies revision.

Shinn, Jr., Ridgway F. An Investigation Into the Utilization of Geography and History as Integrating Disciplines for Social Studies Curricular Development in a Public School System. Cooperative Research Project No. E-028, 1964-65.

_____ "Geography and History as Integrating Disciplines," Social Education, 28, November, 1965.

_____ "History for What?" The New England Social Studies Bulletin, XXI, No. 1, October, 1963.

Sowards, G. Wesley, ed. The Social Studies: Curriculum Proposals for the Future. Fair Lawn, N. J.: Scott, Foresman and Company, 1963. Papers presented at the 1963 Cubberley Conference, School of Education, Stanford University.

Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World, Inc., 1962.

Womack, James G. Discovering the Structure of Social Studies. New York: Benziger Brothers, 1966.

Social Science Disciplines

Each of these works has a chapter or is itself devoted to an appraisal of the major concepts and content that is found in the six social science disciplines. For example, if you wish to read briefly about Anthropology, turn to the appropriate chapter in the ACLS-NCSS book or to Hunt or to Price. Each item in this section has a letter key: A, Anthropology; E, Economics; G, Geography; H, History; PS, Political Science; S, Sociology.

American Council of Learned Societies and the National Council for the Social Studies. The Social Studies and the Social Sciences, New York: Harcourt, Brace and World, 1962. (A, E, G, H, PS, S)

Bernstein, Edgar, "Structural Perspectives: The Social Science Disciplines and the Social Studies," Social Education, 29, No. 2, February, 1965, 79-85 and ff. (A, E, G, H, PS, S)

Carr, Edward Hallet. What is History? New York: Alfred A. Knopf, 1962. (H)

Chinoy, Eli. Sociological Perspective: Basic Concepts and Their Applications. Garden City, New York: Doubleday, 1962. (S)

Clough, Shepard B. Basic Values in Western Civilization. New York: Columbia University Press, 1960. (H, S)

Social Studies Reference Materials for Teachers (cont'd.)

Dillon, C., C. Linden and P. Stewart. Introduction to Political Science. Princeton, N. J.: D. Van Nostrand, 1958 (PS)

Gillin, John. The Ways of Men. New York: Appleton, Century, Crofts, 1948. (A)

Hunt, Erling M., et al. High School Social Studies Perspectives. Boston: Houghton Mifflin, Col, 1962. (A, E, G, H, PS, S)

James Preston E., ed. New Viewpoints in Geography. 29th Yearbook, National Council for the Social Studies. Washington, D. C.: NCSS, 1959. (G)

Oliver, Donald W. and James Shaver. Teaching Public Issues in the High School. Boston: Houghton Mifflin, 1966. (PS, S)

Price, Roy A., ed. New Viewpoints in the Social Sciences. 28th Yearbook, National Council for the Social Studies. Washington, D. C.: NCSS, 1958. (A, E, G, H, PS, S)

Riddle, Donald H. and Robert S. Cleary. Political Science in the Social Studies.

Robinson, Donald W., et al. Promising Practices in Civic Education: NCSS, 1967. (PS, S)

Rostow, W. W. The Stages of Economic Growth. New York: Cambridge University Press, 1960. (E)

Shafter, Boyd C. "History, Not Art, Not Science, but History: Meanings and Uses of History," Pacific Historical Review, XXXIX, No. 2, May, 1960. (H)

Social Science Perspectives. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.

"Nature of Anthropology," Pelto, Pertti J. (A)
"Prologue to Economic Understanding," Marin, Rehard, S. and Reuben G. Miller. (E)
"Compass of Geography," Brock, Jan O. M. (G)
"The Study of History," Commager, Henry S. (H)
"Perspectives on Political Science," Sorauf, Frank J. (PS)
"The Study of Sociology," Rose, Caroline B. (S)

Methods and Approaches to Social Studies Instruction

There are many excellent 'standard' texts on social studies methods both at the elementary and secondary levels. The works listed below have an unusual number of fine and useful suggestions for teaching and evaluation.

Bloom, Benjamin S., Editor. Taxonomy of Educational Objectives: Vols. I and II. New York: David McKay Company, 1966.

Social Studies Reference Materials for Teachers (cont'd.)

Fair, Jean and Fannie R. Shaftel, Editors. Effective Thinking in the Social Studies. 37th Yearbook, National Council for the Social Studies, Washington, D. C., 1967.

Fenton, Edwin. Teaching the Social Studies in Secondary Schools: An Inductive Approach. New York: Rinehart and Winston, Inc., 1966.

Fraser, D. and E. West. Social Studies in Secondary Schools: Curriculum and Methods. New York: Ronald Press Co., 1961.

Gibson, John S. New Frontiers in the Social Studies: Vol. I Goals for Student Means for Teachers. Vol. 2 Action and Analysis. New York: Citation Press, 1967.

_____ Grade Teacher. "Providence Gives Pupils the Big Picture, L". Shinn, Jr., Ridgway F. October, 1966. 132--5.

_____ Grade Teacher. "Providence Program: A Teacher's Report," Oatman, Marie E. October, 1966. 138-9.

Jarolimak, John. Social Studies in Elementary Education. New York: Macmillan Company, 1965.

Joyce, Bruce R. Strategies for Elementary Social Studies Education. Chicago, Illinois: Science Research Associates, Inc., 1965.

Kenworthy, Leonard M. Guide to Social Studies Teaching. Belmont, California: Wadsworth Publishing Company, 1962.

Michaelis, John U., ed. Social Studies in Elementary Schools. 32nd Yearbook, National Council for the Social Studies, Washington, D. C.: NCSS, 1962.

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_____ Oregon State Department of Education. The Oregon Program--A Design for the Improvement of Education--Structure of Knowledge and the Nature of Inquiry. Minear, Leon P., Superintendent, 1965.

Preston, Ralph C. "Guiding the Social Studies Reading of High School Studies," Bulletin No. 34, NCSS, 1963.

_____ Teaching Social Studies in the Elementary School. Revised edition. New York: Holt, Rinehart and Winston, 1960.

Robison and Spodek. New Directions in Kindergarten. New York: Columbia University Press, 1966.

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